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ABSTRACT

This document presents a brief analysis and synthesis of seven teaching methods. These methods include the pedagogy of the oppressed (i.e., a critical analysis of the uses of power to control man's behavior), the wardha scheme (i.e., craft-centered education), small-group methods, the open classroom approach, the British style debate, panel discussion and panel reporting, and individualized instruction. An 18-item bibliography is included. (MJM)

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ANALYSIS AND SYNTHESIS OF TEACHING METHODS

Supplement #1

by

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ANALYSIS AND SYNTHESIS OF TEACHING METHOD

29. PEDAGOGY OF THE OPPRESSED

Paulo Friere, chiefly through his efforts to help the extremely poor peasants of Brazil and Chile become literate, has developed a method of teaching that is designed to aid men free themselves from the bonds of oppression, so as to choose a life befitting the dignity of man which is best expressed in the humanistic tradition. The method is usually spoken of as "conscientiza cão", which means the perception of societal forces that condition man to live a particular life style and an active effort to remove those forces that are detrimental to man's growth to full potential. This method is called revolutionary because it necessitates a critical analysis of the uses of power to control man's behavior, be they intentional or otherwise, and requires an active changing of the "system" if an opportunity is found to humanize man's life. A philosophical tenet is that man is fully competetent to exercise his freedom to the advantage of all and indeed only becomes human when he is free.

The teacher must be a master of problem-posing, that is, posing particular problems that develop his student's ability to perceive critically the way they exist in the world with which and in which they find themselves. Reality is perceived as being in continuous process of change, not as static. The teacher aims at creating dialogue, liberating his students, personal development of his students and critical thinking:

Procedure:

1) The teacher must feel a bond of brotherhood with his students and have faith in their ability to make decisions.

2) He must become aware of the societal forces that influence their behavior.

3) He must be able to utilize small groups to allow for free interaction concerning problems related to student interests and aspirations.

4) He should guide the group towards the perception of a common problem, a thorough understanding of information related to it and an active resolution of the problem which helps transform the world into a creation of all men.

30. WARDHA SCHEME

Mahatma Gandhi formed an idealistic plan of educating his countrymen in such a way as to reconstruct Indian life based upon the Indian culture while at the same time helping them fulfill their basic needs in this modern era. The Wardha Scheme was drawn up in 1937 for children ages 7 to 14 and was later expanded into Nai Talim education; that is, education which is true life education for all.

The Wardha Scheme places crafts at the core of a life-centered education which stresses the 3 H's (Hand, Heart, Head) over the 3 R's. The crafts are those typical to a particular village or region. All of the so-called academic subjects, such as, mathematics, social studies and language are correlated with the craft. Students produce goods through their craft work which helps support their school, and learn a specialized skill with which they will later earn their livelihood. They also learn the heritage of the craft and that is a definite source of pride. It is hoped that they will learn social responsibility, cooperation, peace, democracy, non-violence and the basic moral principles of truth.

Although the Wardha Scheme has been implemented on a small scale, its influence was farther reaching through the very academic, theoretical, more popular system that was begun by the English during their rule. The scheme has helped make this system more practical and applicable to the resolution of Indian needs instead of English needs through the adoption of segments of craft education, its basic theories, and particular methods of learning.

Procedure:

1) The teacher must determine which crafts are relevant and of interest to his students.

2) He and his students should choose one craft and take steps for the production of goods.

3) The teacher should guide the learning activities so as to thoroughly learn every aspect of the craft.

4) He should correlate as much as possible of the academic knowledge to the craft. For example, students can read and write about the craft, learn its history, the economics involved in production, etc.

31. SMALL GROUP METHODS

Small groups can be a highly effective means of providing students learning opportunities. In small groups, listening and responding techniques can be stressed. Students are also offered the opportunities to express themselves, learn cooperation and learn to evaluate ideas. Educational objectives requiring evaluation, synthesis and analysis are more easily accomplished in a small group than in large ones.

The size of a group should be small enough for the individual and his learning style to survive, yet large enough to provide the spark and stimulation of others. Between 5 and 8 students is recommended.

Most experiments show that from 15 to 30 minutes is adequate. Students should be seated so as to view each other. The teacher must clearly identify the expected outcomes of a group's action. This requires much organization and communication with his students.

Small group activities:

a) Win-Lose Excercise: Basically, several small groups each try to obtain the solution to the same problem. The chairmen determine the group that provides the best solution.

b) Open Discussion: This activity is similar to method 4. With a small group the method allows for more student responsibility and freedom. A tape recorder can be used to allow students the opportunity to criticize their performances.

c) Tutorial Group: One person can tutor a group of students who have a similar difficulty.

d) Assigned-Roles Group: A topic, such as, the Gulf of Tonkin Resolution is discussed by students who fill the roles of hawk, dove, isolationist, laissez-faireist, moderate and moderator.

e) Research Group: This activity is similar to method 10. The suggested steps for a group to follow are: 1) Formulation of problem; 2) Formulation of hypothesis; 3) Study design; 4) Execution of plan of investigation; 5) Interpretation of data or findings; and, 6) synthesizing knowledge gained. It is possible to ask students to take roles of manager, secretary, evaluator and technician.

f) Investigation Group: This activity is similar to method 11. The teacher acts as advisor and groups of students pursue an investigation of their choice over a period of time.

g) Task-Flexibility Group: This activity is modeled after the British Infant Schools or open classroom settings. The teacher lists a number of possible activities and students divide themselves into groups according to their personal interests.

h) Value-Clarifying Groups: Students are inspired to critically evaluate personal values. Openness is necessary.

i) Brainstorming Group: This activity stresses quantity of new ideas to a particular problem. Criticism is ruled out, wild ideas are accepted, many ideas are desired and combination and improvement of ideas presented are hoped for.

j) The Colloquium: A student project is presented to a small group who then critically analyze the presentor's work.

The following methods are particularly effective with small groups: Socratic (3), Parable (5), Socialized Recitation (13), Case Study (14), Arranged Discovery (18), Team Teaching (20), Mayer '25), Gabelli (26), Agazzi (27), Pedagogy of the Oppressed (29), and, Wordha Scheme (30).

32. THE OPEN CLASSROOM APPROACH

The revolution in elementary education from formal to informal methods is now beginning to occur in a few secondary schools. Informal methods have been greatly influenced by the British Infant School Movement and by the ideas of Piaget, Dewey and Montessori.

Piaget says that children are the prime agents of their own education and mental development. Thus, an environment and opportunities are provided to sufficiently challenge and interest students. An open classroom appears to be a workshop in which "interest areas" or "learning centers" containing a profusion of concrete materials are located. There is a great deal of movement, interaction, activity, mutual trust, joy, spontaneity, self-control, order and structure. Students are guided by their teachers to choose activities that are personally interesting, but are also guided to learn those skills, values, attitudes and knowledge that will help them grow into mature, creative and happy adults. According to Piaget, the principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done -- men who are creative; inventive and discoverers.

Informal approaches are particularly effective in fulfilling the following objectives:

1) The ability to communicate and express oneself through reading, writing, speaking, painting, drawing, sculpting, dancing and crafts.

2) Self-discipline.

3) Self-motivation and self-direction.

4) Identification of self.

5) Personal responsibility.

6) The learning of fundamental structures of a discipline and particularly its methods of inquiry.

7) The ability to work with others.

8) The ability to respond to beauty.

Kohl suggests several methods of initiating a more open class, one of which is to set aside short periods of time (10 minutes) for informal activities.

Possible Procedure:

1) Determine the needs of your students from the points of view of the student, the society and your discipline (also recognize the interrelationships of the various disciplines).

2) Develop an array of possible activities which would stimulate the interests of students both specifically and generally.

3) Provide students in a more direct fashion with the basic structure and conceptual materials of your discipline.

4) Develop methods of evaluation that are flexible and call for the student to be self-evaluative.

5) Carefully maintain records of student work in an explanatory style.

6) Finally, use the self-fulfilling prophecy in a positive way. Expect the most of your students and place trust in them, be concerned about them and have respect for them.

I hear, and I forget
I see, and I remember
I do, and I Understand

33. BRITISH STYLE DEBATE

This type of debate is based upon House of Commons procedures and can provide a great deal of interaction.. It elicits audience interest, participation and identification with a problem and can help students with their oratory skills and critical thinking.

Procedure:

1) Formulate a problem.

2) Choose a moderator and the debate teams of about 3 persons.

3) A debator for the affirmative and one for the negative each give a 5 to 8 minute formal presentation. The lead debaters then can yield the floor to their team mates, on an alternating basis, that is, an affirmative-negative sequence. This procedure permits an equal number of

people to speak on eachside of the questior.

4) The debaters then yeild to questions or contributions from the audience on the alternating basis.

5) The two lead debaters finally make summary presentations.

34. PANEL DISCUSSION AND PANEL REPORTING

The panel is an effective method of involving groups of students in the teaching phase of learning. They are able to learn cooperation, speaking skills, research techniques and organization. They also have the opportunity to thoroughly learn material relating to a topic of personal interest.

Procedure:

1) A large group of students is organized into panels of 4 to 8 members with reference to a mutual interest.

2) They need to organize their research with the teacher's guidance.

3) The students then report their findings to the large body.

19. (Additional Information) INDIVIDUALIZATION

Lloyd Trump has outlined five essential ingredients that are necessary if a teacher truly individualizes student learning.

1) Students must be able to work independently. This means not only that the student must have time as well as have an adequate place to work, but the teacher will have to provide suitable materials and be a great motivator.

2) Since learning is often sequential, students must be allowed to learn on a continuously progressive basis at their own rate. Guide sheets and accompanying work-sheets should be available.

3) Teacher roles and class organization will require a great amount of diversity so as to permit the fulfillment of such objectives as oral communication, listening, respect for others, and critical thinking.

4) Individual evaluation is essential. Concern should be made on personal progress.

5) Students should have an opportunity to relate to teachers of their choice.

Axiomatically, individualized instruction is the need to distinguish between fundamental or basic knowledge and knowledge in the realm of creativity and special interests. Trump believes that the basic content should be completed by age 16 and from that point on, only 10 to 20 per cent of a student's time need be devoted to up-dating and refreshing the basics.

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